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INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES, TEACHER'S GUIDE, 1967.

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THIS GUIDE WAS PLANNED PRIMARILY FOR USE IN THE SCHOOLS OF NEW YORK STATE TO FAMILIARIZE AN INSTRUCTOR WITH THE MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) AND TO GIVE HIM KNOWLEDGE OF TEACHING TECHNIQUES FOR MDTA COURSES. THE EMPHASIS IS PLACED ON THE PRACTICAL ASPECTS OF THE MDTA AND THE PRACTICAL ASPECTS OF TEACHING, RATHER THAN ON DISCUSSIONS RELATING TO INTRICACIES OF THE LAW OR THEORIES OF TEACHING. THE GUIDE CONSISTS OF TWO PARTS. THE FOCUS OF PART 1 IS ON THE ACT AS IT RELATES TO THE TRAINEE, INCLUDING DISCUSSIONS OF THE DURATION OF TRAINING, THE TRAINING ALLOWANCE, AND LIMITATIONS ON THE ALLOWANCE. PART 2 PROVIDES A TOPICAL OUTLINE GEARED TO THE REQUIREMENTS OF TEACHING AN MDTA COURSE. INCLUDED IN THE APPENDIX ARE SAMPLE FORMS FOR REPORTING ON MDTA CLASSES--TRAINING CERTIFICATION, REQUESTS FOR ALLOWANCES, TRAINEE TERMINATION, EQUIPMENT PURCHASED, AND WEEKLY REPORTS. (SM)

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INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES

TEACHER'S GUIDE

1967

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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
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TEACHER'S GUIDE

INSERVICE TRAINING COURSE
FOR INSTRUCTORS OF MDTA CLASSES

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FOREWORD

The content and approach of this Teacher's Guide were planned by an advisory committee familiar with an MDTA instructor's classroom needs and the particular requirements imposed on him as a teacher. The committee consisted of Joseph Fuchs, vocational instructor at the Philip Schuyler Senior High School in Albany; Walter Cross, instructor in the Albany MDT Automobile Mechanics Training Program; and representatives of the Bureau of Manpower Development and Training and the Bureau of Continuing Education Curriculum Development. In this course the emphasis is placed on the practical aspects of the Manpower Development and Training Act and the practical aspects of teaching, rather than on lengthy discussions relating to intricacies of the law or theories of teaching. It is hoped that the instructor using this Guide can give his teacher-students a workable approach to the challenge of providing effective vocational education.

Joseph Fuchs wrote the original manuscript for this course. Louis J. Siy, Supervisor in the Bureau of Manpower Development and Training, served as the liaison for his Bureau. E. Noah Gould, Associate in the Bureau of Continuing Education Curriculum Development revised and edited the manuscript and prepared it for printing.

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PREFACE

The teacher of an MDTA course should know generally what the Manpower Development and Training Act is about. The focus of Part 1 in this Guide is on the Act as it relates to the trainee. There are discussions, for example, on the duration of training, the training allowance, and limitations on the allowance. Certainly the instructor should be familiar with these significant features but he should not attempt answers in highly complicated areas. The treatment within gives the instructor a nodding acquaintance only. Additional information regarding the Act and its interpretation may be obtained from the Bureau of Manpower Development and Training, New York State Education Department.

Part 2 of the Guide provides a topical outline geared to the requirements of teaching an MDTA course. The instructor who can grind a set of valves with precision may not have any idea about how to teach someone else to do it. There are suggested sources from which material explaining such processes can be obtained. Or if a suitable explanation is unavailable, the instructor can make up his own teaching lesson by utilizing the outlining process, discussed here in detail along with such other matters as instructional aids, testing, classroom manner, and lesson plans.

In sum, the intended purpose of this outline is to familiarize an instructor with the Manpower Development and Training Act and to give him knowledge of teaching methods for MDTA courses.

John M. Leslie
Director
Division of
Special Occupational Services

Robert S. Seckendorf
Assistant Commissioner for
Occupational Education

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PART ONE

THE MANPOWER DEVELOPMENT AND TRAINING ACT

Part 1

The Manpower Development and Training Act

Purpose of the Act

Unlike the unemployment problem in the 1930's, unemployment in the 1960's cannot be explained by referring only to the traditional answer of supply and demand. Today the demand for goods and services is high. But the available jobs have to be filled by qualified workers. School dropouts, therefore, cannot fill them. Nor can the victims of technological change. Congress saw the need to train the unemployed and underemployed in areas where there was a need for trained workers and accordingly passed the Manpower Development and Training Act of 1962.

In addition to helping school dropouts and victims of technological unemployment, the Act is aimed at providing jobs for (1) disadvantaged groups; (2) workers who lost their jobs because of plant relocation; (3) the handicapped and older persons; and (4) unemployed professionals who need refresher or reorientation courses.

The Work and Training Program

Under the Act the Secretary of Labor sets up job training programs through institutional training, on-the-job training (OJT), and other suitable methods. In addition there are experimental, developmental, demonstration, and pilot projects to study ways of improving techniques and to demonstrate the effectiveness of specialized methods in meeting the manpower, employment, and training problems of worker groups.

One of the pilot projects is to study the effectiveness of providing involuntarily unemployed workers with grants or loans to meet relocation expenses (assuming they cannnot obtain loans on reasonable terms from private sources or other Federal, State, or local programs). The recipient of a grant or loan must have a bona fide offer of employment and there has to be reasonable assurance of repayment before a loan can be made. Repayment must be made within ten years.

The Trainees

Who are the people eligible for testing, counseling, and selection for occupational training or other schooling?

- Unemployed or underemployed persons who cannot reasonably be expected to secure appropriate full-time employment without training

- Workers in farm families with less than $1200 annual net family income
- Unskilled youths 16 to 21 years old.
- Persons in need of basic education who intend to pursue occupational training
- Employed persons qualified for training programs (They are given second priority.)

Duration of Training

Generally, the length of training time will be consistent with the kind of occupation being trained for, but no occupational training program less than two weeks long will be available to a trainee unless there are immediate employment opportunities. An unsatisfactory attendance record terminates training, and the subsistence allowance if the trainee is entitled to one. The trainee will then be ineligible for any new benefits for a year.

Training Allowances

Although they may be eligible for training, not all trainees are eligible for a training allowance. Those who are eligible can be paid up to 104 weeks. Training programs, however, rarely extend over the 2-year period. The basic amount the trainee receives is equal to the average weekly State unemployment compensation payment. But under the Act he receives $5 for each dependent up to a total of six so that his training allowance could exceed the minimum by $5 to $30, depending on entitlement.

A trainee's OJT pay is used as an offset against his training allowance. The Act states that the training allowance is reduced by an amount which bears the same ratio to the allowance as the OJT pay bears to 40 hours. If, for example, the trainee works 30 hours (3/4 of 40 hours), his training allowance will be reduced by 75%. If he works 40 hours on OJT, he will not receive any training allowance. The formula for the allowance paid is as follows:

$$\frac{\text{40 hours minus hours worked on OJT}}{40} = \text{\% of Full Allowance Paid}$$

In a case where the trainee works at a job other than OJT, the training allowance will not be reduced as long as he does not work more than 20 hours a week. If he does work more than 20 hours, an equivalent amount of the pay he receives for the excess over 20 hours will be taken from his training allowance.

Limitations on the Training Allowance

Generally, the training allowance can only be paid to unemployed persons

who have worked at least two years. And if the head of a household is employed, a member of his household is not eligible for the allowance. (The head of a household cannot quit his job to qualify a member.) The exception to this rule is the youth allowance: High school graduates between 17 and 21 years of age may be paid a $20-per-week training allowance. Another excepted category is the 16-year or older youth who refuses to attend school. He may also be paid a $20-a-week training allowance after certain findings are made.

The training allowance cannot be paid to anyone in a program lasting less than six days.

Transportation and Subsistence

If a training facility (including full-time OJT) is not within commuting distance of a trainee's residence, he may be paid up to $35 a week ($5 a day) to offset the cost of a separate residence. Also, he may receive 10 cents per mile toward the cost of commuting to a training facility. Depending on the geographical areas involved, the transportation cost and subsistence rate may be increased slightly.

On-the-Job Training

OJT under the Act is essentially the same as any other OJT. Program content must be adequate, the training period must be reasonable, facilities must be safe, and compensation must be fair--taking into consideration such factors as the industry, geographical region, and trainee proficiency. Supplementary classroom instruction may also be a part of the program.

RAR (Redevelopment Area Retraining)

In addition to MDTA, Congress has provided a vocational training program for unemployed and underemployed persons residing in areas designated as redevelopment areas by the Department of Commerce. (Formerly the Area Redevelopment Act, RAR is now part of the Manpower Act of 1965.) The difference between MDTA and RAR is that RAR is designed to alleviate persistent unemployment and underemployment in economically distressed areas, whereas MDTA is aimed at providing training in areas where skilled workers are needed.

The New York State Manpower Training Act (Section I, Article 23A of the New York State Labor Law)

Effective April 1, 1966, the New York State Manpower Training Act (Labor Law §§820-823) authorizes the State government to develop programs of vocational education and training which will permit persons who face hazards of unemployment and underemployment to develop skills useful to the contemporary economy.

PART TWO

TEACHING AN MDTA COURSE

Part 2

TEACHING AN MDTA COURSE

I. The Nature of Teaching

A. The teacher's responsibilities

1. Prepare thoroughly for each class session.
2. Study the concepts pertaining to adult instruction.

B. The teaching process

1. Teach one thing at a time.
2. Proceed from the simple to the complex.
3. Do not do the pupil's job for him.
4. Keep the lesson within the capacity of the student.
5. Remember that all learners do not learn at the same rate.
6. Make practice interesting and fruitful.
7. Remember that success encourages and failure discourages.
8. Do not forget that learning means a change in behavior.
9. Note that one learns best when he is ready to learn.

C. The learning process

1. The student learns by <u>doing</u>. He learns when he:

a. Solves problems
b. Looks up facts
c. Asks questions
d. Compares ideas
e. Operates machines
f. Uses tools

D. Personality of the teacher

1. A good teacher has the following:

a. A neat, clean, business-like personal appearance
b. A well-modulated voice
c. Cheerfulness and vitality
d. Courtesy
e. Self-control
f. Tact and sympathy
g. Enthusiasm
h. Awareness of the feelings of others

II. What Should Be Taught?

A. Give the adult student what he comes to get--training for a specific job.

1. Give him the skills and knowledge which will qualify him for the job.
2. Let him know that each class session is important to the job he is aiming at.

B. Aim the course content at the target job.

1. Get a copy of the job analysis.

a. It may be on Form MT-1, prepared by an occupational analyst in the Division of Employment, New York State Department of Labor.
b. You may have to get it from some other source--possibly from one of the companies where your students may be later employed.

2. Get additional information from field representatives of the Division of Employment.

C. Obtain printed sources of subject matter.

1. Course outlines

a. If a well-written course outline is available for your course, you will find it very helpful. Such outlines are published by:

(1) New York State Education Department, Albany, New York 12224
(2) Some local school districts; (You may find these in school and public libraries.)
(3) U. S. Department of Labor, Washington, D.C.
(4) U. S. Office of Education, Washington, D.C.
(5) Publishers of technical books

2. Books and magazines

a. These include the following:

(1) Handbooks of the trade, published by book publishers
(2) Textbooks, published by book publishers
(3) Service manuals, published by manufacturers of equipment
(4) Catalogs of products, published by manufacturers
(5) Magazines of the trade

III. Planning the Course

A. Use either a trade analysis or an outline for the course. If none is available, make a trade analysis.

1. Divide the occupation into major parts. For example, auto mechanic could be divided into:

   a. Engine
   b. Chassis and running gear
   c. Body

2. Then subdivide. For example, "Chassis and running gear" could be divided into:

   a. Suspension
   b. Brakes
   c. Transmission and differential

3. Subdivide further until a subdivision is reached which can be analyzed for teaching. For example, some of the subdivisions under "Transmission and differential" could be:

   a. Hydra-Matic
   b. TorqueFlite
   c. PowerFlite

4. Now analyze each of these transmission types in a way which will help you describe and explain them to the class.

5. After dividing, subdividing, and analyzing each major part, list other necessary information such as:

   a. Tools used
   b. Equipment and supplies
   c. Trade terms (or "trade lingo") used
   d. Trade judgment needed
   e. Other trade information

6. A trade analysis or course outline for the occupation you plan to teach may be available from:

   a. Division of Employment, New York State Department of Labor, Albany, New York 12226
   b. Bureau of Manpower Development and Training, New York State Education Department, Albany, New York 12224
   c. Publications Distribution Unit, New York State Education Department, Albany, New York 12224
   d. Your local Adult Education Director
   e. Your local Vocational Education Director

B. If you have a trade analysis but no course outline, you can make one by following these steps:

1. State the objectives of the course. For example, the

objectives of the course for automobile mechanic might be:

a. To prepare the trainees to make all repairs on Chevrolet automobiles after a fully-qualified mechanic has identified the repair needed.
b. To prepare a trainee to assist a fully-qualified mechanic to operate the equipment used for analyzing malfunctions of the engine.

2. Suppose under the major heading "Engine" in the trade analysis, there is a sub-heading "Engine Theory." Part of the outline for this sub-heading might look like this:

A. Engine theory

1. General Principles

a. General internal combustion engine
b. 4-cycle engines
c. 2-cycle engines

2. Parts of the engine and their functions

a. Cylinder block
b. Pistons and connecting rods
c. Crankshaft
d. Ignition system
e. Fuel system

3. Make a similar outline for each of the other items on the trade analysis.

4. When the outline is completed, break it into units convenient for teaching.

a. Ideally each unit should contain just enough subject matter to teach in one class session.
b. However, a unit can cover two or more sessions (or even parts of a session) if the subject matter falls logically into such a grouping.

5. After teaching a lesson you will very likely want to revise the part of the outline covered in that lesson.

C. Make your lesson plans. One convenient way to make the lesson plans is as follows:

1. At the top of a sheet of 8½ x 11 paper write the title of the lesson and the aims.

2. Draw a vertical line down the middle of the rest of the sheet and write the outline for that lesson on the left side of the sheet.

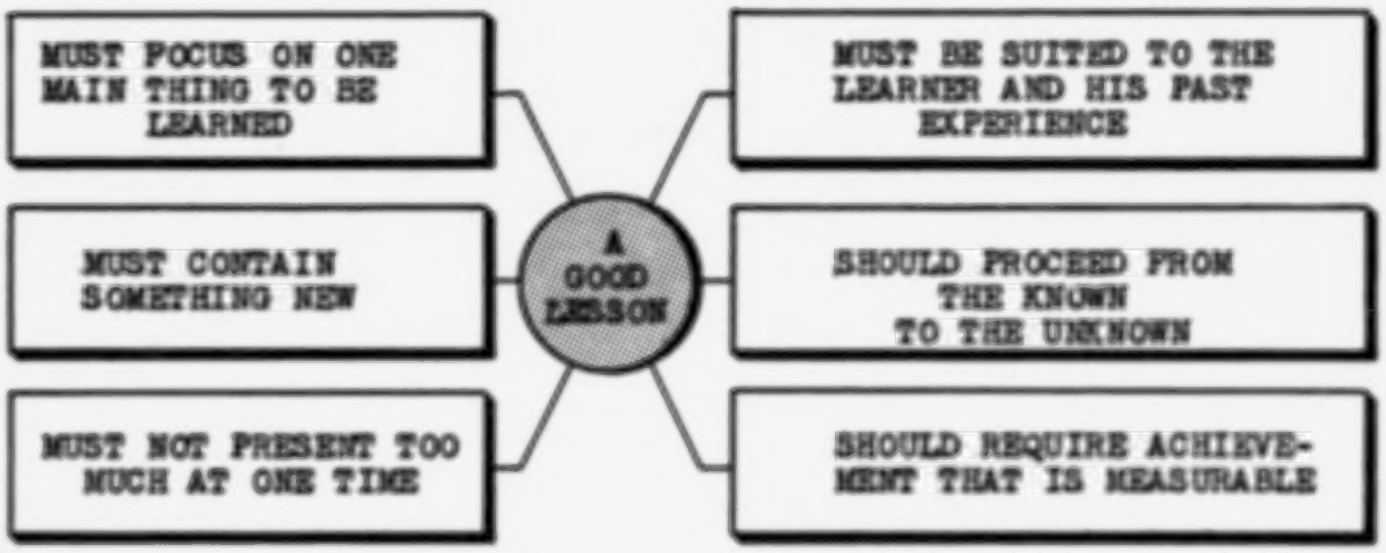
3. On the right side of the sheet at appropriate places give:

   a. Detailed information needed to go with each item in the outline
   b. Methods of presenting the subject matter
   c. Any tools, equipment, or supplies needed
   d. Trade terms which apply
   e. Trade judgment needed
   f. Any other information needed

4. Continue on other sheets of paper, ruled vertically down the middle.

IV. How to Plan and Teach a Lesson

A. The first requirement for effective teaching is to have a well-prepared lesson. The diagram below shows the characteristics of a good lesson.


MUST FOCUS ON ONE MAIN THING TO BE LEARNED
MUST BE SUITED TO THE LEARNER AND HIS PAST EXPERIENCE
MUST CONTAIN SOMETHING NEW
A GOOD LESSON
SHOULD PROCEED FROM THE KNOWN TO THE UNKNOWN
MUST NOT PRESENT TOO MUCH AT ONE TIME
SHOULD REQUIRE ACHIEVEMENT THAT IS MEASURABLE

B. A good lesson uses the approaches given in the diagram above. Remember that the lesson can be planned to extend over part of a class session, one class session, or several. The teacher should show the relationship of a lesson to the previous one and prepare for the succeeding one.

C. There are three types of lessons.

   1. Theory lesson--formal instruction about a particular trade.

   2. Skill lesson--practice in the proper and safe manipulation of tools and materials.

3. Discussion lesson--group actiyity centered around students' first hand experience. Discussion is a part of any class session, but here a common problem is set up and talked about point by point from the beginning of class. (Seating might be rearranged in a semicircle to encourage discussion.) The students themselves provide the instructional material and it is the instructor's job to select important points from what they say and to write them down on the chalkboard in order to give the discussion shape and to reach a valuable conclusion.

   a. Spark lags in the discussion with specific questions or hypothetical cases.
   b. Do not allow the discussion to drift from the topic.
   c. Repeat main points to insure proper application.

D. Teaching a lesson should be a step-by-step process.

   1. Preparation

      a. Obtain the necessary tools.

         (1) The lesson plan
         (2) Visual aids (also the equipment to present them with)
         (3) Instructional material to be distributed to students
         (4) Books to be referred to in teaching the lesson
         (5) Equipment and supplies

      b. Prepare the students.

         (1) Be sure the students know why this lesson is being taught and its relation to the job they are preparing for.
         (2) Prepare the students mentally by explaining how this lesson relates to previous lessons.
         (3) If the students are to see a film or hear a tape, explain the key points they are to look for.

   2. Presentation

      a. The instructor presents the teaching points of the lesson, step-by-step. This presentation should not be too long because people learn more by participating.

      b. Get the students to participate with questions and discussion

      c. Use visual aids where appropriate. Do not display a visual aid until the moment it is to be used.

      d. In a theory lesson use typical trade situations as illustrations.

e. Have students record key points in a notebook

f. Demonstrate and explain any skills to be learned.

(1) In some cases it is best to demonstrate once slowly and then a second time at normal speed.
(2) Arrange students so that all can see and hear clearly.
(3) Observe all safety precautions.
(4) Use questions to determine whether the students have followed the demonstration.

V. Getting the Class Started

A. The school routine

1. Time for reporting
2. Where to obtain keys

B. Finances

1. How you and students are paid and rates of pay

a. Benefits
b. Deductions
c. Social Security

2. Payroll formalities and methods of recording your attendance
3. Organizations you may be expected to join

C. Mechanics of the classroom

1. Method of class registration and organization
2. Method of recording student attendance
3. Method of recording student performance
4. Class size
5. Duration of course

D. Miscellaneous

1. Methods of securing teaching materials
2. Method of filling out injury reports
3. Method of making reports on broken, damaged, or missing tools, equipment, or supplies
4. Building rules regarding smoking and other privileges
5. Place and method of storing combustible and volatile materials
6. Source of supply of "live work"

E. The first class session

1. Introduce yourself and write your name on the chalkboard.
2. Give a brief resume of your background.
3. Point out the need for a notebook.

VI. Instructional Aids

A. Instructional aids are a part of the instructor's teaching storehouse and are used to supplement his classroom presentation.

1. Chalkboard
2. Bulletin boards
3. Large displays
4. Duplicated aids
   a. Study guides and assignment sheets
   b. Operation sheets
   c. Job sheets
      (1) Mimeograph
      (2) Ditto
      (3) Blueprints
      (4) Carbon copies

5. Projection aids

   a. Movies
   b. Slides
   c. Filmstrips
   d. Overhead
   e. Opaque

6. Charts
   a. Flip
   b. Manufacturer's data charts

7. Three dimensional aids--actual parts, mockups, and models

B. Instructional aids should be used whenever they will help the student to understand.

C. Visual aids may be obtained by:
   1. Purchasing them from vendors
   2. Borrowing them from companies
   3. Producing your own

VII. Tests and Testing

A. The purpose of a test is to measure the teaching as well as the learning.

B. There are three types of testing.

1. Oral test
2. Written test

   a. Essay
   b. Objective
      (1) Simple recall
      (2) Alternate response

(3) Enumeration
(4) Matching
(5) Multiple choice
(6) Completion
(7) Identification

3. Performance test

a. Economical use of material
b. Good use of hand tools
c. Good use of machine tools
d. Systematic procedure
e. Accuracy to given dimensions of finished jobs
f. General appearance of finished job
g. Clean-up and shop safety

C. The expected results of testing should be clear.

1. Mastery of the subject or skill
2. The ability to apply knowledge to trade problems
3. The ability to retain knowledge
4. The ability to use knowledge in meeting new situations

VIII. Teacher-student Relationships

A. Desirable personality traits of a teacher

1. Sympathetic
2. Impartial
3. Enthusiastic
4. Patient
5. Self-controlled
6. Firm
7. Sincere
8. Friendly

B. Handling trainees in class

C. Handling attendance problems

D. Handling personality problems

IX. Class Management

A. Safety

1. Attitudes and knowledge

2. Safety rules
a. Shop
b. School policy

3. Daily safety checks
a. Facilities

b. Equipment

4. Emergencies
   a. Accidents
   b. First aid

B. Tools and equipment

1. Tool control
   a. Cabinets
   b. Self-counting racks
   c. Tool kits
   d. Tool cribs

2. Safe handling

3. Care and Maintenance

C. Materials

1. Storage
2. Control and distribution
3. Cost

APPENDIX

APPENDIX

FORMS FOR REPORTING ON MDTA CLASSES

Form No.	
LO 612	Training Certification
MDT 950	Request for Determination of Entitlement to Allowances
MDT 952	Weekly Request for Allowances by Trainee and Certification by Training Facility
MT 102	Individual Trainee Termination, Training or Services
OE 4021	School or Training Agency Project Report
OE 4146	Manpower Development and Training Program Certificate of Training
SE-2	Inventory of Equipment Purchased
SE-3	Weekly Report of Training Program
SE-4	Statistical Report of Training Program

From:

Postage and Fees Paid
Employment Security Mail

OFFICIAL BUSINESS

NEW YORK STATE
Department of Labor
DIVISION OF EMPLOYMENT

(Front of Form LO 612)

TRAINING CERTIFICATION — INSTRUCTION: IMPORTANT - MAIL THIS CARD ON

1. SOCIAL SECURITY ACCOUNT NUMBER — LO NO.
2. PRINT YOUR NAME
3. STREET ADDRESS OR R. D. NO.
4. CITY, VILLAGE OR TOWN — ZONE — N.Y.
5. GIVE THE DATE OF THE SUNDAY AT THE END OF THE WEEK FOR WHICH YOU ARE CLAIMING BENEFITS.
6. FOR THE SAME WEEK AS IN ITEM 5 ABOVE, PRINT "X" IF YOU WORKED ANY PART OR ALL OF THE DAY. MON. TUE. WED. THU. FRI. SAT. SUN. ← SAME WEEK AS IN ITEM 5.
7. IF YOU HAD ANY WORK IN THE ABOVE WEEK, SHOW YOUR TOTAL EARNINGS BELOW. "TOTAL EARNINGS" INCLUDE TIPS, AND VALUE OF ROOM AND BOARD, IF ANY, AND SALARY BEFORE DEDUCTIONS FOR INCOME TAX, OLD AGE INSURANCE, ETC. → TOTAL EARNINGS FOR THE WEEK $
8. I CERTIFY THAT ALL THE ENTRIES FILLED IN ABOVE ARE CORRECT. I HAVE SELF-EMPLOYMENT IS WORK. I HAVE NOT PREVIOUSLY CLAIMED BENEFITS FOR ANY PART OF THE WEEK SHOWN ABOVE UNDER ANY STATE OR FEDERAL UNEMPLOYMENT INSURANCE LAW. I HAVE NOT APPLIED FOR NOR AM I RECEIVING AN EDUCATION AND TRAINING OR SUBSISTENCE ALLOWANCE OR AN EDUCATIONAL ASSISTANCE ALLOWANCE FROM THE VETERANS ADMINISTRATION FOR ANY PERIOD FOR WHICH I AM CLAIMING UNEMPLOYMENT COMPENSATION.

BE SURE TO SIGN HERE → X
WRITTEN SIGNATURE OF CLAIMANT

LO 612 (5-62)

DO NOT WRITE IN THIS SPACE

WEEK ENDING | NO. OF D. U. | AMT. $

☐ ADDRESS CHANGED

ACCORDING TO THE RECORDS ON THIS OFFICE THE CLAIMANT IS ENTITLED TO THE BENEFITS SPECIFIED FOR THE PERIOD AND AMOUNT SHOWN.

BY

INSTRUCTIONS

TO THE CERTIFICATE: FOR THE WEEK ENDING ON THIS FORM
1. ATTEND SCHOOL SATISFACTORILY? ☐ YES ☐ NO
2. HAVE SATISFACTORY TRAINING PROGRESS? ☐ YES ☐ NO
3. COMPLY WITH ALL SCHOOL REGULATIONS? ☐ YES ☐ NO

PLEASE MAIL THIS CARD ON THE DATE SHOWN.

ADDRESS:

(Back of Form LO 612)

NEW YORK STATE DEPARTMENT OF LABOR
DIVISION OF EMPLOYMENT

REQUEST FOR DETERMINATION OF ENTITLEMENT TO ALLOWANCES
UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962

Name _____ SSA No. | | | | | | | | | |

Street Address _____ Birth Date _____

City _____ Zone _____ N.Y. Local Office No. _____

A. REQUEST BY TRAINEE

I am unemployed and have been selected and referred for training under the Manpower Development and Training Act and agree to attend such training. I request a determination of entitlement to allowances under the Act.

1. Have you previously refused to accept training under the MDT Act, at any time since July 1, 1962 or have you in the past 12 months engaged in a training course under this or any other Federal Act?
☐ Yes ☐ No (If "Yes," explain _____)

2. Are you currently claiming unemployment insurance under any State or Federal unemployment insurance law?
☐ Yes ☐ No If "Yes," complete the following:

Under what law? _____ Where filed? _____

Benefit year ending date: _____ Weekly benefit amount $ _____

Entitlement remaining in benefit year: _____ (Effective date)

Are you currently disqualified from receiving unemployment insurance or is a disqualifying issue pending? ☐ Yes ☐ No

3. I request Transportation and Subsistence Allowances. ☐ Yes ☐ No If "Yes," complete the following:

From _____ (Regular place of residence) To _____ (Location of training facility) _____ (Est. no. of miles)

B. CERTIFICATION BY TRAINEE

I certify that the information given is correct to the best of my knowledge. I know that penalties are provided for false statements.

Date _____ _____ (Signature of trainee)

C. DETERMINATION OF ENTITLEMENT

		YES	NO	Amount	Duration	Central Office Eff. Days	Central Office Exp. Code
994	1 Regular Training Allowance	☐	☐				982
994	2 Youth Training Allowance	☐	☐	$20			982
994	Increased Training Allowance	☐	☐				
	Subsistence Allowance	☐	☐		XXX		
	Transportation Allowance 1/	☐	☐		XXX		

TYPE OF CLAIM FOR INCREASED TRAINING ALLOWANCE

☐ UI ☐ Title XV (100%) ☐ Joint-UI ___ Title XV ___ ☐ Other _____

☐ Youth approved under Section 999 (Reimbursable)

1/ Cost, date and time of departure by most economical public transportion which the trainee would be expected to take for transportation via (mode) _____ from (city) _____ to (city) _____. Date and time _____

CENTRAL OFFICE (RESET.)
Acct. No.
Amount
Eff. Days
Exp. Code

Date _____ Project No. _____ _____ (Delgado approval, if any)

MDT 950 (7-62)

(Form MDT 950)

NEW YORK STATE DEPARTMENT OF LABOR
Division of Employment

WEEKLY REQUEST FOR ALLOWANCES BY TRAINEE AND CERTIFICATION BY TRAINING FACILITY UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962

Name_____ SSA No._____

Mail Allowance Check To: Street_____

City_____

Training week Ending Date_____

This form will be completed only if allowances are requested under Items 1 or 2 below.

A. CERTIFICATION AND REQUEST BY TRAINEE

1. Request for Training Allowance

a. I request a training allowance for the week shown above: ☐ Yes ☐ No

If "Yes," answer (1) through (4) below:

(1) Have you previously received a training allowance for this training week? ☐ Yes ☐ No

(2) Have you filed (or do you intend to file) a claim, or have you received unemployment insurance under any State or Federal law for this week or any part of this week? ☐ Yes ☐ No

If "Yes," indicate State_____ amount $_____

(3) Has there been any change in your status as head of household or head of family since your last request for training allowance? (If "Yes," attach explanation.) ☐ Yes ☐ No

(4) Did you work in employment or self-employment during the training week? ☐ Yes ☐ No

If "Yes," how many hours did you work?_____ Earnings $_____

Name and address of employer_____

2. Request for Subsistence and/or Transportation Allowance

If your regular place of residence has been determined to be outside the commuting area of the training facility and you now live away from your regular place of residence in order to attend training, answer the following:

a. How many nights during the week shown above did you stay away from your regular place of residence?_____ (Number)

b. Did you return to your regular place of residence at any time when the facility was closed for one or more days during the week shown above? ☐ Yes ☐ No

If "Yes," check below the nights of the week in which you stayed at your regular place of residence.

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday ☐ Sunday

Date you returned to the training facility._____ (Date)

c. Do you claim a transportation allowance for the trip from your regular place of residence to the training facility at the beginning of your training, or for the trip from the training facility to your regular place of residence immediately following the termination of your training? ☐ Yes ☐ No

If "Yes," give date of the trip._____ (Date)

d. Has your regular place of residence changed since your last request for allowances? ☐ Yes ☐ No

If "Yes," give new address. _____

I certify that all the answers given, including those indicated by checkmarks in the appropriate boxes are correct.

Date_____ Signature of Trainee_____

MDT 952 (3-62)

(Front of Form MDT 952)

B. CERTIFICATION BY TRAINING FACILITY

1. From the beginning of the training program up through the training week shown on the reverse side, was this trainee's attendance and progress satisfactory for continuance on the training course? ☐ Yes ☐ No

   If the answer is "No":

   Did good cause exist for the unsatisfactory progress or unsatisfactory attendance? ☐ Yes ☐ No
   (A "No" answer will result in a one-year disqualification for trainee.)

2. If trainee was terminated, enter the date and hour:

   _____ (Date) _____ (Hour)

3. Reason for termination: _____

4. Did you provide lodging and meals to this trainee during the week? ☐ Yes ☐ No

   Charge per day $_____ Per week $_____

5. Enter the date and hour the training started and ended for this week:

   Started _____ Ended _____

6. Was training course closed on Saturday? ☐ Yes ☐ No; Sunday? ☐ Yes ☐ No

7. If the training facility was closed any day(s) other than Saturday and Sunday, show the day(s) closed. _____

I certify that the above answers are correct to the best of my knowledge.

Training Facility _____

_____ (Date) By _____

(MAIL ORIGINAL FORM TO ADDRESS SHOWN BELOW. KEEP ONE COPY FOR YOUR RECORDS.)

C. DETERMINATION

Local Office
Office
Address

	Determination by State Agency	
	Amount Authorized	Payment Disallowed
Training Allowance (Type _____)	$_____	☐
Subsistence Allowance (Days _____)	$_____	☐
Transportation Allowance	$_____	☐

Reason for Disallowance _____

Form NDT 952 Issued? ☐ Yes ☐ No

Authorized Representative _____ Date _____

(Back of Form NDT 952)

INDIVIDUAL TRAINEE TERMINATION TRAINING OR SERVICES

FORM APPROVED
BUDGET BUREAU NO. 44-R1204.1

PROGRAM: PROJECT: TRNG. PHASE:
WIN —1 INST.—1 OCCUPATIONAL—0
NAB —2 OJT —2 BASIC ED. —1
OTHER—3 ESS —4 PRE-VOC. —2
NYC —6 OTHER —4

A. 1. NAME - LAST, FIRST, MIDDLE INITIAL 2. SOCIAL SECURITY NO. 3. SEX (CHECK ONE) M F

ADDRESS - STREET, CITY, STATE

B. 1. STATE (NAME AND CODE) 2. PROJECT NUMBER 3. SECTION (WIN & NAB NUMBER ONLY) 4. OCCUP GOAL OR SERVICE FURNISHED

5. FIRST DAY ATTENDED MONTH DAY YEAR 6. LAST DAY ATTENDED MONTH DAY YEAR 7. NO. DAYS ATTENDED 8. NO. DAYS ABSENT 9. CLOCK HOURS ATTENDED

C. 1. NATURE OF TERMINATION
COMPLETED FULL COURSE —00
EARLY COMPLETION —01
ACHIEVED TRAINING OBJECTIVE PRIOR TO END OF COURSE —02
DID NOT COMPLETE COURSE:
INVOLUNTARY —03
VOLUNTARY —04

C. 2. TRANSFERRED TO: (NYC ONLY)
VOCATIONAL TRAINING—11
APPRENTICESHIP TRN.—12
REGULAR SCHOOL —13
OTHER SCHOOL —14
OTHER NYC PROJECT—15
DROPOUTS —16

D. EXISTING CONDITIONS AT TIME OF TERMINATION

1. IF TRAINEE DID NOT COMPLETE, INDICATE CONDITION BY CHECK. IF MORE THAN ONE CONDITION PRESENT, CHECK ALL APPLICABLE CONDITIONS AND CIRCLE ONE MOST IMPORTANT CONDITION.

POOR ATTENDANCE —00
LACK OF PROGRESS —01
MISCONDUCT —02
ALCOHOLISM —03
COMMITTED TO INS. —04
POOR HOURS OR LOC. —05
MOVED FROM AREA —06
CARE FOR FAMILY —07
PREGNANCY OF TIMES. —08
ILLNESS OF TRAINEE —09
FULL-TIME SCHOOL —10
INSUF. PAY OR ALLOW.—11
TRANSPORTATION PROBLEMS —40
ENTERED ARMED FORCES —45
ENROLL'T ADJ. TO TRN/WRK—50
LOST INTEREST —51
DON'T QUAL. HONEST'L CLASS —52
DISLIKED INSTRUCTOR —53
DISLIKED COUNSELOR—54
ASSIGNED TERM —55
UNKNOWN —56
OTHER (SPECIFY) —57

2. WAS TRAINEE INTERVIEWED BEFORE THIS SECTION WAS COMPLETED? YES—1. NO—2.

E. STATUS AT TIME OF TERMINATION (COMPLETE FOR ALL TRAINEES; CHECK ONE)

WORKING OR SCHEDULED TO REPORT TO:
TRAINING RELATED JOB —01
NON-TRAINING RELATED JOB—02

NOT SCHEDULED TO REPORT TO A JOB BUT:
LOOKING FOR WORK —03
NOT LOOKING FOR WORK—04

SCHEDULED FOR FURTHER TRNG.—05
NOT KNOWN —06

F. FOR THE TRAINING FACILITY (COMPLETE FOR WIN TRAINEES ONLY; CHECK ONE)

DATE:

THIS IS TO CERTIFY THAT THE CIRCUMSTANCES OF TERMINATION FOR THE TRAINEE TO WHOM THIS REPORT REFERS ARE:

FOR GOOD CAUSE 1. NOT FOR GOOD CAUSE 2.

NAME: (SIGNATURE) (FACILITY NAME)
(TYPED OR PRINTED) ADDRESS
TITLE

G. FACILITY OR DEPT. HEAD REVIEW (COMPLETE FOR NYC. FOR WIN COMPLETE IF TERMINATION WAS NOT FOR GOOD CAUSE)

I HAVE REVIEWED THE CIRCUMSTANCES SURROUNDING THE TERMINATION OF THE TRAINEE TO WHICH THIS REPORT REFERS AND HAVE FOUND THEM TO BE ACCURATELY DESCRIBED.

NAME: (SIGNATURE) TITLE: (AGENCY HEAD)
(TYPED OR PRINTED) AGENCY NAME

H. FOR USE BY SELECTION OR REFERRAL OFFICE (CHECK APPLICABLE ITEMS)

1. ALL PHASES OF TRAINING OR SERVICES TERMINATED: YES—1 NO—2

2A. IF NO, ADDITIONAL OR CONTINUING ACTIVITY SCHEDULED:
WIN —1 INST.—1 OCCUPATIONAL—0
NAB —2 OJT —2 BASIC ED. —1
OTHER—3 ESS —4 PRE-VOC. —2
NYC —4 OTHER —4

B. PROJECT NO. C. SECTION NO.
D. OCCUPATION DOT CODE
E. TRAINEE ENROLLED IN ADDITIONAL ACTIVITY: YES—1 NO—2
F. IF NOT ENROLLED, ENTER COND. CODE (SEC. D.1.)
G. GOOD CAUSE: YES—1 NO—2

STATE NAME AND CODE OFFICE OR AGREEMENT NO. DATE

OE 4031 (REV. 9-68)

BUDGET BUREAU NO. 51-R1351.1
APPROVAL EXPIRES 6-30-69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

SCHOOL OR TRAINING AGENCY PROJECT REPORT

Manpower Development and Training & Area Redevelopment Acts

INSTRUCTIONS FOR LOCAL SCHOOL OR TRAINING AGENCY

1. *Complete Part I and mail 8 copies of this form,* **AFTER ONE WEEK OF TRAINING.**
2. **MAIL COPIES TO:** *(Also same distribution for 1 and 2)*
   Original and 5 to State Director of Voc. Education,
   1 to Manager, Local Employment Office,
   1 to Local Director of Vocational Education.
3. *After one week of training in each new section of the project, complete Part I, item C. If revisions have been made to the project budget, also complete Part I, item B.*

INSTRUCTIONS FOR STATE DIRECTOR OF VOC. EDUCATION.

1. *Complete Part II for initial budget or subsequent budget revisions.*
2. **MAIL COPIES TO:**
   Original and 3 to Regional Office, MDT,
   1 to State Employment Security Director,
   1 to be retained in your files.

NAME AND ADDRESS OF SCHOOL/TRAINING AGENCY

SCHOOL (Check one)
1 ☐ PUBLIC 2 ☐ NON-PUBLIC

PART I – TYPE SCHOOL, BUDGET SUMMARY, PROJECT IDENTIFICATION AND ENROLLMENT *(complete by school/training agency)*

A. TYPE OF SCHOOL/TRAINING AGENCY

01 ☐ COMPREHENSIVE H. S.
02 ☐ TECHNICAL H. S.
03 ☐ VOCATIONAL H. S.
04 ☐ ACADEMIC H. S.
05 ☐ JR. OR COMMUNITY COLLEGE
06 ☐ 4-YR. TECH. INSTITUTE
07 ☐ 4-YR. TECH. INSTITUTE
08 ☐ 4-YR. COLLEGE OR UNIVERSITY
09 ☐ AREA VOCATIONAL-TECHNICAL SCHOOL
10 ☐ TRADE ASSOCIATION
11 ☐ ADULT EDUCATION CENTER
12 ☐ HOME STUDY AGENCY
13 ☐ EMPLOYER
14 ☐ WELFARE AGENCY
15 ☐ STATE MDT CENTER
16 ☐ LOCAL MDT CENTER
17 ☐ PRIVATE SCHOOL (N.E.C.)

B. PROJECT BUDGET SUMMARY

	AMOUNT APPROVED	
	FEDERAL	STATE-LOCAL
1. INSTRUCTIONAL SERVICES	$ XXXXXXXXX	$ XXXXXXXXX
2. FIXED CHARGES	XXXXXXXXX	XXXXXXXXX
3. MAINTENANCE AND REPAIR	XXXXXXXXX	XXXXXXXXX
4. EQUIPMENT PURCHASE	XXXXXXXXX	XXXXXXXXX
5. OTHER COSTS (N.E.C.)		XXXXXXXXX
6. TOTAL →		XXXXXXXXX
LOCAL SUPERVISION IN 1 THRU 6	(XXXXXXXXX)	(XXXXXXXXX)

C. 1. PROJECT IDENTIFICATION, SECTIONS REPORTED AND ENROLLMENT

☐ ARA ☐ MDT — PROJECT NUMBER

COUNTY — STATE

CONGRESSIONAL DISTRICT (NAME AND NO.)

OCCUPATIONAL TITLE

D.O.T. CODE — DATE TRAINING STARTED

NO. TRAINEES APPROVED — ENDING

2. SECTION REPORTED

NUMBER OF SECTION — DATE TRAINING STARTED

NO. OF SEC. — ENDING

NO. HOURS PER WEEK — TOTAL HOURS

TOTAL WEEKS — NO. TRAINEES APPROVED

3. ENROLLMENT

STATUS	MALE	FEMALE	TOTAL
UNEMPLOYED			
OTHER			

SIGNATURE OF HEAD OF SCHOOL/TRAINING AGENCY

DATE

PART II – CERTIFICATION *(Completed by Office of State Director)*

IT IS HEREBY CERTIFIED that the above information is accurate, the instructional personnel meet State requirements, and that the training, as well as the physical facilities of the school or training agency with respect to this project are acceptable to the State Board for Vocational Education.

SIGNATURE AND TITLE — DATE

Please mail the original and five copies to the Chief, Bureau of Manpower Development, New York State Education Department and not to the State Director of Vocational Education as indicated.

OE 4146 (11-43)

BUDGET BUREAU NO. 51—R402
APPROVAL EXPIRES: 6—30—47

MANPOWER DEVELOPMENT & TRAINING PROGRAM
CERTIFICATE OF TRAINING

NAME OF INSTITUTION

Project #

NY-

LOCATION

This certifies that

(Name of trainee)

has satisfactorily completed training in this school in the units shown on the reverse side of this card.
This trainee has also had work experience or training in the following occupations:

This record is intended to assist the bearer in finding employment.

SCHOOL SEAL

This card is to be retained by the person to whom issued. If lost, application for a duplicate should be made to the school at once.

SIGNATURE OF SCHOOL OFFICIAL

TITLE

DATE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF INDUSTRIAL EDUCATION
BUREAU OF MANPOWER DEVELOPMENT

TRAINEE COPY

(Front of Form OE 4146)

SIGNATURE OF TRAINEE

OCCUPATION FOR WHICH TRAINING WAS GIVEN

CERTIFICATE OF TRAINING

TRAINING BEGAN

TRAINING ENDED

UNITS OF TRAINING	CLOCK HOURS OF TRAINING

SIGNATURE(S) OF INSTRUCTOR(S)

OE—4146 (11—43) (BACK)

GPO 1942 OF—657523

(Back of Form OE 4146)

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Special Occupational Services
Bureau of Manpower Development
Albany, New York 12224

Project No. N.Y.#

INVENTORY OF EQUIPMENT PURCHASED (SE-2)

Manpower Act of 1965 (PL 89-15)

Area Redevelopment Act (Sec. 16 87-27)

Check One

City

Name of Training Facility

Authorized Local Administrator

STATE IDENTIFICATION *	DATE PURCHASED	VENDOR NUMBER	MAJOR EQUIPMENT ($50 PER UNIT AND OVER), ITEM AND MANUFACTURER	UNIT COST	TOTAL COST	AUDIT CHECK **

NOTE: Forward 2 copies to the Bureau of Manpower Development, Division of Industrial Education, State Education Department, Albany, New York 12201, upon completion of purchases. Retain one copy in school files.

* Refer to "Instructions for Identification and Inventory of Equipment Purchased with Manpower Development and Training Funds" (PL 87-415)

** State Use Only

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Special Occupational Services
Bureau of Manpower Development
Albany, New York 12201

Project Identification N.Y. _____

WEEKLY REPORT OF TRAINING PROGRAM (SE-3) Check One

Manpower Development and Training Act (PL 89-15)

Area Redevelopment Act (Sec. 16 87-27)

_____ _____ Report for Week of _____, 196____
City Authorized Local Administrator

Section	Number Referred	Number Enrolled	Drop-Outs To Date	Date Course Started	Date Course Ended	DAILY ATTENDANCE M	T	W	T	F	S	Hours Per Day	Total Hours To Date	Number Completing Course M	F	Number * Placed M	F

NOTE: At the end of each week of training (a) retain one file copy, (b) send one copy to the local office of the Division of Employment, and (c) send one copy to the Division of Special Occupational Services, Bureau of Manpower Development, State Education Department, Albany, New York 12201

*Obtain from local Division of Employment office at the end of the training program for each section.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Special Occupational Services
Bureau of Manpower Development
Albany, New York 12224

Project Identification _____

STATISTICAL REPORT OF TRAINING PROGRAM (SE-4)

Check One

Manpower Development and Training Act (PL 87-415) ☐

RAR (PL 89-15, Section 241) ☐

City _____ Authorized Local Administrator _____ Period Covered by Report _____

Section	Project Title and Facility	Total Number Referred		Number Failing To Report		Total Number Enrolled		Date Started	Date Ended	Number Dropped From Course		Number Completing Course		Number* Trainees Placed		Total Hours Completed	Total Hours Scheduled
		M	F	M	F	M	F			M	F	M	F	M	F		
	TOTALS																

NOTE: Forward one copy to the Bureau of Manpower Development, Division of Special Occupational Services, State Education Department, Albany, New York 12201 within three days following the end of each project.

*Obtain from local Division of Employment office.